



GRADE

3

KENTUCKY

K-PREP

Kentucky Performance Rating For Educational Progress

READING SAMPLE ITEMS

Spring 2012



The following are the general guides that will be used to evaluate your responses to short-answer and extended-response questions in this test.

Kentucky Short-Answer Questions General Scoring Guide

Score Point 2

- You complete all components of the question and communicate ideas clearly.
- You demonstrate an understanding of the concepts and/or processes.
- You provide a correct answer using an accurate explanation as support.

Score Point 1

- You provide a partially correct answer to the question and/or address only a portion of the question.
- You demonstrate a partial understanding of the concepts and/or processes.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.



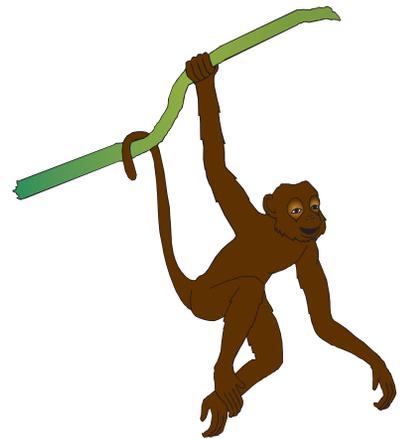
Imagination is an important part of children's lives. When children use their imaginations, all sorts of new games become possible. Read these two stories in which children use their imaginations to have some real fun. Then answer the questions that follow.

I Wish I Were

- 1 Harry sat on the porch steps, staring at the backyard. Basketballs, footballs, baseballs, golf clubs, toys, a soccer ball, and an upturned skateboard lay in the distance. He sighed heavily.
- 2 "What's new?" his friend Kevin asked as he joined Harry on the steps. Kevin was chewing gum and throwing a baseball up into the air and catching it in his glove.
- 3 Harry sighed yet again, this time even louder. "Nothing to do," he said as he continued to poke his sneakers with a twig. "I read all the books I got from the library this week. And I've played all my board games at least fifty times in the last few days. I'm worried now."
- 4 Kevin placed his glove and baseball on the ground. He was a good friend to Harry and didn't like to see him unhappy. "Why?" Kevin wondered aloud. He looked at all the toys and balls scattered around the backyard. "What do you have to worry about?"
- 5 "On the last day of third grade, Mrs. Simmons said that on the first day of fourth grade, we would write an essay about what we did all summer. I have only one word to write: Nothing. She also said we were supposed to use our imaginations to have fun. But she didn't tell us how to do that."
- 6 Suddenly, Harry's younger sister, Mary, burst out of the kitchen and skipped into the yard. "I wish I were a bumble bee, high up in a coconut tree," Mary sang to herself as she pretended to fly around the yard.

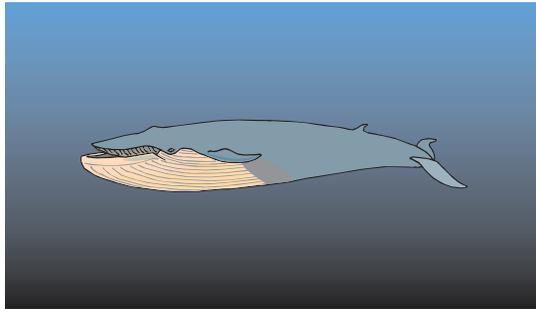


- 7 “Bees don’t fly around coconut trees,” Harry said as he snapped the twig with which he had been poking his shoe.
- 8 “I don’t care,” Mary sang back to him. “I wish I were a monkey swinging from a vine,” she said, jumping up and down and screeching like a monkey.
- 9 Harry and Kevin watched Mary, then looked at each other and rolled their eyes.
- 10 Harry watched his sister as she pretended to swing from vines. “Why do you wish you were something else?” he asked.
- 11 Mary stopped jumping. “If I were a bee, I could make buzzing sounds. I would visit huge, beautiful, brightly colored flowers. If I were a monkey, I could play on vines. I could make all kinds of noise instead of using my ‘indoor voice.’ I can’t run very fast. But if I were a pony, I could run like the wind!”
- 12 “I don’t want to be some animal,” Harry griped.
- 13 “Be whatever you want then,” Mary huffed and went on buzzing around the yard.
- 14 Kevin dashed off the porch steps and grabbed a golf club. “Ahoy mate, those soldiers will be wantin’ their treasure back!” and he hoisted the golf club in the air like a sword.





- 15 “Arrrgh!” Harry roared in reply as he bounded off the porch and grabbed his own golf club. “Make for sea,” he yelled and hopped onto his skateboard that had now become the fiercest pirate ship in the ocean.
- 16 Soon baseballs and footballs began to fly across the yard as Kevin and Harry lightened the load of their ship to sail away even faster. They shot cannons (really basketballs) to chase away anyone foolish enough to come sailing after them.
- 17 Mary became interested in joining their play. “I’m the biggest whale in the ocean,” Mary shouted, as she pretended to swim in front of their ship.



- 18 “What’s going on out here?” Harry’s mom asked as she came out of the kitchen, stepped onto the back porch, and noticed the mess of toys and balls scattered around the yard.
- 19 “Umm, we’re just getting ready for school to start again,” said Harry. “I’m a dangerous pirate sailing the seven seas.”
- 20 “And I’m a whale,” sang Mary.
- 21 “Well, once you get this ocean to look like a backyard again, you can come in and have some of these cookies I just baked,” said Mom.
- 22 “Buried treasure!” they all screamed as they dashed around the yard cleaning up and wondering what adventure they would tackle next.



Trying on Names

- 1 “This is Maria Elena, your favorite reporter, talking to you from my living room,” Sadie announced as she spoke into a cardboard tube and pretended to be on television. “I’d like you to meet my friend, Lisa.”
- 2 Sadie quickly took the tube in her other hand and spoke in a high voice. “Thank you. I’m happy to be here. I brought along my beautiful sister, Kate.”
- 3 Sadie changed hands again and pretended to be Kate. Sadie was in an acting class at the public theater, and she loved pretending to be someone else. Recently, she had won a major part in the play the theater would present in the summer. “Thank you for your kind words, Lisa.”
- 4 “Are you practicing for your future job?” Sadie’s brother, Luke, asked.
- 5 “I’ve decided not to be an actress. I’m going to be a reporter. Right now I’m trying on names,” Sadie explained. “I need to find the perfect name, one that matches my personality perfectly.”
- 6 “How about Crazy Girl Who Talks Too Much?” Luke joked. He and Sadie often played make-believe games, and he knew Sadie loved to pretend.
- 7 “I’m not crazy,” Sadie shot back. “Listen to the names I’m trying on. Maria Elena—that is an interesting name. Lisa is a beautiful name. Kate is a pleasant name that sounds pretty.”
- 8 Luke shook his head. He didn’t know where half of his sister’s crazy ideas came from, but he did know there was no way she would stop what she was doing until she was ready to move on to whatever idea struck her next. “What is wrong with your own name?” Luke asked curiously.
- 9 Sadie sighed. “My name sounds too old-fashioned. Nobody in our whole school has my name. Great-grandma was named Sadie, so you know it’s an old name. Plus, if I’m a reporter, I need to have an interesting name.”



- 10 “I think it’s kind of cool,” said Luke.
- 11 “You wouldn’t understand; you have a nice, simple name. Your name will work fine for a professional basketball player.”
- 12 “Luke is a great name. Besides being named after great-grandpa, it makes me like Luke the Third or something, so that’s pretty cool,” said Luke.
- 13 “And your name means ‘Lucky,’” Luke’s friend Robert announced as he walked into the living room. Robert had a habit of popping in unannounced. This was the third day in a row he dropped by. “My name means ‘famous,’” Robert stated proudly. “I’ll invite you to my home when I’m chosen as the best actor in the world.” He pretended to bow to a group of people.
- 14 “Yeah, what if I just come over whenever I want to?” laughed Luke.
- 15 “How do you know the meaning of your name?” Sadie demanded.
- 16 “I looked it up at the library,” said Robert. Robert was always checking out books from the library and looking up information on all kinds of things. It seemed he knew something about anything and everything.
- 17 “There’s an idea,” Luke said. “Why don’t we go to the library and see what ‘Sadie’ means? If you don’t like the meaning, maybe you can look through the name book and find a name you really do like.”
- 18 Later that day, Sadie and Luke decided to walk to the city library. Along the way, Sadie kept looking at all the names of the businesses they walked by. When they passed Aunt Annie’s Bakery, Sadie wondered how Annie Baker would sound as her reporter name. Or maybe just Ann Baker. When the smell of hot pizza baking at Mazzio’s Pizzeria reached her, Sadie tried on the name Mazzio. Mary Mazzio. Melissa Mazzio. Hmm, those might make good reporter names.
- 19 Once they finally got to the library, Mrs. Braden, the librarian, quickly located the book for them. Luke sat down at a table with the book and searched for his sister’s name. Sadie paced back and forth impatiently. “I



know it will be something silly,” she insisted angrily, “so let me look and try on a new name.”

20 “Aha, I found the meaning of ‘Sadie,’” Luke announced happily. “Your name means ‘princess.’ How do you like the sound of that, Princess?”

21 “You made that up!” Sadie almost shouted, grabbing the book from Luke. She looked at the name meanings and to her surprise and delight, Luke was right.

22 “I love it,” she stated. “I guess I really like my name. Robert will be famous, you will be lucky, and I will be a princess!”

23 “Or a princess who is a reporter who reports on lucky people and famous actors,” Luke joked.

24 Princess Sadie laughed too.





1

How are Mary in “I Wish I Were” and Robert in “Trying on Names” similar?

- A** They both visit without asking.
- B** They both help solve problems.
- C** They both play with their friend’s sister.
- D** They both give information to their friend’s sister.

2

Who is telling the story in “Trying on Names” and “I Wish I Were”?

- A** A narrator outside the action tells both stories.
- B** A friend of the main characters tells both stories.
- C** Luke tells the story in “Trying on Names,” and Kevin tells the story in “I Wish I Were.”
- D** Harry tells the story in “I Wish I Were,” and Sadie tells the story in “Trying on Names.”

3

Which action makes the girls in the two stories happy?

- A** Both girls are happy when they have food.
- B** Both girls are happy when they spend time playing outside.
- C** Both girls are happy while they are practicing for the jobs they will have in the future.
- D** Both girls are happy while pretending to be something different than what they are.

4

Which similar event helps solve the problems in both stories?

- A** A friend comes to visit.
- B** A trip to the library occurs.
- C** Someone pretends to be a pirate.
- D** Someone wishes for a different name.



Reading

5

The author wants to add another drawing to “I Wish I Were” and “Trying on Names.” Which drawing fits with both stories?

- A** Children smiling and playing together
- B** Children running around outside
- C** Children walking to the library
- D** Children pretending indoors

6

Harry’s sister Mary and Sadie’s brother Luke are alike because they

- A** enjoy making jokes
- B** are good at sports
- C** have helpful ideas
- D** like eating cookies



7

In each of the stories, the main character has to solve a problem. What is Harry's problem? What is Sadie's problem?

Rubric	
Score	Description
2	Student completes all parts of the question and communicates clearly. Student demonstrates an understanding of Harry's problem in "I Wish I Were," and "Sadie's problem in "Trying on Names." Student provides a correct answer using an accurate explanation as support. Explanations about Harry's problem could include reference to paragraphs 1 or 2 in which Harry complains that he has nothing to do, or paragraph 5 in which Harry explains that he is supposed to have fun and use his imagination in preparation for a fourth grade assignment. Explanations about Sadie's problem in "Trying on Names" could reference paragraph 5, 7, or 18 in which she searches for a new name, or paragraph 9 in which she explains why she does not like her name.
1	Student provides a partially correct answer to the question, such as only correctly addressing Harry's problem or only correctly addressing Sadie's problem. Student demonstrates only a partial understanding of both problems.
0	The student's response is totally incorrect or irrelevant.
Scoring Notes	

Annotated Student Response**SAMPLE 2-POINT RESPONSE**

1. Harry's problem is that he has nothing to do. There is an essay in fourth grade that asked, what did you do during summer? he said he would put down, nothing. Sadie's problem is she can't find out what her name means. She wants a different name because she is gonna be a reporter when she grows up.

ANNOTATION — 2-POINT RESPONSE

The student clearly and accurately explains Harry's problem (*he has nothing to do. There is an essay in fourth grade that asked, what did you do during the summer? ...he would put down nothing*) and Sadie's problem (*she can't find out what her name means. She wants a different name because she is gonna be a reporter*).

Annotated Student Response

SAMPLE 1-POINT RESPONSE

1. Sadie's Problem was that she didn't like her name so she wanted to figure out what her name is so she found it out and she liked it it meant princess so she did not want to change her name.

ANNOTATION — 1-POINT RESPONSE

The student partially addresses the question by accurately explaining Sadie's problem (*she didn't like her name so she wanted to figure out what her name is...it meant princess so she did not want to change her name*) but the student does not address Harry's problem.

Annotated Student Response

SAMPLE 0-POINT RESPONSE

1. Harry's problem was that Harry sat on the porch an
He saw a lot of things on his backyard and
his sister wished that she was a monkey.

2.) Sadie's problem was that she wonder that
How did Anna made the pizza.

ANNOTATION — 0-POINT RESPONSE

The response is irrelevant and completely incorrect. The student provides an irrelevant explanation of Harry's problem (sat on the porch an he saw a lot of things on his backyard and his sister wished that she was a monkey) and a completely incorrect explanation of Sadie's problem (she wonder...how did Anna made the pizza).



Item Information

Question Number	Item Type	Key	DOK*	KCAS Primary Standard**
1	MC	B	2	RL.3.1
2	MC	A	2	RL.3.1
3	MC	D	2	RL.3.1
4	MC	A	2	RL.3.1
5	MC	A	3	RL.3.7
6	MC	C	3	RL.3.1
7	SA	NA	2	RL.3.2

*DOK is the abbreviation for Depth of Knowledge. Please note that DOK is associated to the complexity level of an assessment item and is not aligned to the standard. Further information regarding DOK can be accessed on the Kentucky Department of Education website: <http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/core+content+for+assessment/core+content+for+assessment+4.1/content+specific+core+content+for+assessment+dok+support+materials.htm>.

**Further information regarding Common Core Standards can be accessed on the Common Core website: <http://www.corestandards.org>.